St Josephs Primary School Peak Hill



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| Focus | Intervention required | Literacy and Numeracy Plan | Action |
| **Focus 5 – Educative Leadership –**  Leadership based on evidence   * Has procedures for the routines collection of relevant evidence. * Has procedures for interpreting data. * Acts on the basis of feedback on performance | * Currently the only data collected and stored is in teacher’s classroom programs. * LST Teacher is currently devising a system for the collection of data from standardised testing. * Classroom assessments to be analysed | * Ensure every student achieves 2 years growth in both literacy and numeracy. * Establish a tracking system to record student growth from K-6 * Identify students most at risk of minimal growth | * Following NAPLAN results, record students with less than 2 years growth for intervention. * Look at scaffolding maths results to give evidence of growth. * Investigate how other Diocesan schools track growth. * Analyse data and effectively target students who require intervention following assessment. * Staff meeting agenda: To look at establishing a whole school approach to data analysis. |
| **Focus 3 – Values –** Excellence   * Shares an explicit view of what constitutes good teaching and learning. * Has high expectations of students and learning. | * Teachers need more exposure to current understandings of teaching and learning. * Teachers need to raise the bar of expectations of their students. * Ensuring teaching styles are flexible in order to cater for the different types of intelligence. | * Staff Development Day on Jolly. Phonics/Grammar and implementation and evidence from K-3. * Review/refresh first steps reading and writing. * Consultative process of agreed practices for the use of first steps. * Explore current research in how to run an effective literacy block. * Review current programs used in literacy from K-6 * To develop a consistent approach to running records. | * Lead Teacher held a Jolly Phonics development day for all staff. (3/2/10) * Staff meeting was lead by our Diocesan teaching educator to refresh all staff members on first steps reading. (18/3/10). * Our Lead teacher meet with our Diocesan teaching educator along with a neighbouring Lead teacher to discuss and implement a scope and sequence that could be used with first steps (18/3/10). * Lead Teacher constructed a first steps folder for every staff member (25/3/10). * Purchased an extra set of first steps resources. Every classroom equipped with a full set of first steps reading and writing resources. (20/4/10). * Teachers are required to show evidence of first steps reading in their Term 2 program (14/5/10). * A staff meeting was held to discuss and record all resources used in each classroom in the area of literacy to identify any resources being used across classes/school in an aim to develop more continuity in our literacy programs (10/3/10). * Due to 2 of our 3 classes having more than 1 teacher, the principal has appointed one teacher from each class to be responsible for recording and completing running records frequently (3/2/10). |
| **Focus 5 – Educative leadership –** Leadership building culture and community   * Celebrates key events and achievements as a community | * Continually invite parents to share in our school community events. * Recognising and attending community events. * Continually include community members as a part of students learning in various ways. | * Information nights to be held at the beginning of each year. * Term overview letters to be sent home to parents at the beginning of each term. * Parent/Teacher interviews to be offered each semester. * Newsletters | * Our school and local community coming together as one for our annual school fete. * Recognising student’s achievements in the newsletter, local papers and the annual local show. * Encourage parents to assist in their child’s learning through regular homework. * Continually invite parent’s to special events such as Catholic Schools week and Holy week (19/3/10 & 31/3/10) * Enhancing literacy in competitions such as debating and writing competitions. * Provide information to parents about NAPLAN. * Hold information nights on specific aspects in Literacy and Numeracy. * Open classroom and invite parents and members of the local community in for Literacy lessons. * Continually be a part of key events in the local community on a regular basis. |
| **Focus 1 - The Transformed Learner**   * Knowledgeable in different disciplines and able to make connections among them * Critical and creative thinkers and problem solvers. * Committed to ongoing spiritual growth. | * Need to develop critical thinking. * Encourage our students to be inquisitive about the world supported by the use of technology. * Need to develop stronger links between the school and parish. | * + - * Encouraging the children to use critical thinking skills, creativity and problem solving in Literacy and Numeracy. | * + - * ICTT to work with all children to develop their computer technology skills.       * Circulating school newsletters to the parish community.       * Plans of family masses, class and school masses.       * Invitations to parishioners to attend school functions. |
| **Focus 6 – Authentic Learning –**  Organising for learning   * Uses technology to support teaching and learning. * Allocates resources with a priority on learning. | * Ongoing IT professional learning in staff meetings. * Audit resources * Catalogue school resources * Purchase Literacy and Numeracy resources. | * + Up to date student reading resources from K-6.   + Update text type resources.   + Teacher resources in the area of spelling.   + Identify resources required to manage a whole school tracking system. | * + Neighbouring LST and our Lead Teacher to consult on the current reading resources in our school.   + ICTT to devise an IT action plan for staff and student learning (30/4/10).   + ICTT to regularly put IT staff lessons on the staff meeting agenda.   + Lead Teacher to consult and survey students about topics of interest in regards to reading.   + Staff members to give input to the Lead teacher regarding the purchase of literacy resources.   + Received some reading resources from the Diocesan office (21/4/10).   + Explore and research the use of the library barcode system to help catalogue and audit all school resources.   + Receiving the low SES funding in term 3 to help with purchase of literacy and numeracy resources in the school. |